Montana Data Audit Tool
(Individual Building or District)

Adapted from Illinois PBIS Network Data Audit Tool www.pbisillinois.org 2010

Directions:

Collect and review the following data for either an individual building or all buildings in the district. Use the questions below to discuss priorities for building or district planning.

District Name and #: _____

Building: _____

Person Completing: _____

> What relationships do we observe among these groups of data?
> How can this guide our vision and action planning?

Academic Data

Is Academic Achievement Improving?

Is the school making AYP?

Is the % of students meeting/exceeding (reading and math) standards increasing?

Has the graduation rate improved?

Has the drop out rate declined?

Discipline Data

Are Discipline Problems Decreasing?

Are Schools Safer?

Are office discipline referrals decreasing?

Are in school and out of school suspensions decreasing?

Were there any expulsions?

Is there a change in perceived safety predictability, and social quality of the school?

Special Education Data

Are Student Placements in Restrictive Settings Decreasing?

What is the ethnicity breakdown for students with IEPs?

What % of students have IEPs? Is this number decreasing?

Is the number of students referred to special education decreasing?

Is the number of students who qualify for special education decreasing?

Is the % of students receiving educational services in most restrictive environments decreasing?

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Directions:
1. Collect and review the following data for either an individual building or all buildings in the district.
2. Consider the following questions to discuss priorities for building or district planning:
   a. What are the trends in the academic data?
   b. What are the trends in the discipline data?
   c. Are certain groups, by ethnicity or disability, over represented in IEP, LRE, or discipline data?
   d. Other trend data to be considered: ELL, attendance, free & reduced lunch, etc.

District Name and #: _____ Building: _____ Person Completing: _____

Data Source:	Data:	Baseline: _____							Year One: _____							Year Two: _____						
	Building or District Total Enrollment																					
NCLB Report Card (OPI Website)	**CRT (3rd-8th & 10th) Scores (% Meets or Exceeds Proficient)**	3rd	4th	5th	6th	7th	8th	10th	3rd	4th	5th	6th	7th	8th	10th	3rd	4th	5th	6th	7th	8th	10th
	Class of (i.e. 2010)																					
	Reading																					
	Math																					
	Science																					

Data Source:	Data:	Baseline: #	Baseline: %	Year One: #	Year One: %	Year Two: #	Year Two: %
NCLB Report Card/District Public Report	**Graduation Rate for Last Academic Year (HS only)**	#	%	#	%	#	%
NCLB Report Card/District Public Report	**Drop Out Rate for Last Academic Year (HS only)**	#	%	#	%	#	%
From Building(s)	**Students Repeating Same Grade Level**	#	%	#	%	#	%

Data Source:	**Discipline**	# of Incidents	# of Days	# of Students	# of Incidents	# of Days	# of Students	# of Incidents	# of Days	# of Students
From Building(s)	Office Discipline Referrals									
From Building(s)	In-School Suspension									
School Discipline	Out-of-School Suspension									
School Discipline	Expulsion									

Data Source:	**Enrollment/IEPs by Race/Ethnicity**	Enrollment #	Enrollment %	IEP #	IEP %	Enrollment #	Enrollment %	IEP #	IEP %	Enrollment #	Enrollment %	IEP #	IEP %
OPI Website (Enrollment); Child Count (IEPs)	American Indian												
	Asian												
	African American												
	Hispanic/Latino												
	Pacific Islander												
	White												
	Other												

Data Source:	**Attendance /Socioeconomic Status by Race/Ethnicity**	Attendance #	Attendance %	Free/Reduced Lunch Eligible #	Free/Reduced Lunch Eligible %	Attendance #	Attendance %	Free/Reduced Lunch Eligible #	Free/Reduced Lunch Eligible %	Attendance #	Attendance %	Free/Reduced Lunch Eligible #	Free/Reduced Lunch Eligible %
From Building(s)/ Districts	American Indian												
	Asian												
	African American												
	Hispanic/Latino												
	Pacific Islander												
	White												
	Other												

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Data Source:	Data:	Baseline: _____				Year One: _____				Year Two: _____			
From Building(s)/ Districts	**Enrollment/IEPs by Gender**	Enrollment		IEP		Enrollment		IEP		Enrollment		IEP	
		#	%	#	%	#	%	#	%	#	%	#	%
	Male												
	Female												
From Building(s)/ District	**Students Referred for Special Education Testing**	#		%		#		%		#		%	
Child Count	**# of Students Receiving Special Education Services (IEPs)**	#		%		#		%		#		%	
Child Count	**Least Restrictive Environment (LRE)**	#		%		#		%		#		%	
	80% or more Inside Regular Class												
	40%-79% Inside Regular Class												
	Less than 40% Inside Regular Class												
	Separate Day School												
	Residential/ Home/ Hospital Setting												